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ABSTRACT

The curriculum guide for grade 9 civics instruction for students of English as a second language (ESOL) contains, in outline form, civics behavioral objectives and instructional units. Units of instruction cover American symbols, politicians, colonial Americans, principles of government, the Declaration of Independence, the Constitution, separation of powers, the legislative branch, the executive branch, the judicial branch, how a bill becomes law, the Bill of Rights, the Electoral College, other ideas related to the Constitution, and the rights and responsibilities of U.S. citizenship. Illustrations are included. (MSE)

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BULLETIN

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To: High School Principals and Principal of Surrattsville Junior

From: Assistant Superintendent for Instruction and Pupil Services

Subject: Civics for ESOL Students, Grade 9 (7690-1701)

1. PURPOSE: To distribute and provide information on the above-named publication.

2. INFORMATION: The attached curriculum guide has been approved for use with 9th grade ESOL students in the Social Studies Program.

3. FILING INSTRUCTIONS: File with guide.

Robert J. Shockley
Assistant Superintendent for
Instruction and Pupil Services

DISTRIBUTION: Lists #4, 11
Surrattsville Junior

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CIVICS

FOR

ESOL STUDENTS

GRADE 9

Prince George's County Public Schools
Upper Marlboro, Maryland 20772
1983

7690-1701

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These materials were developed in the Baltimore County Public Schools for limited English proficiency students under the supervision of John S. Harrison.

They were reviewed and selected by Dr. Dana Kurfman as appropriate for 9th grade and by Lillian Falk as appropriate for ESOL students in secondary schools.

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BEHAVIORAL OBJECTIVES

Civics

The students will be able to:

- Repeat from memory the pledge of allegiance and the national anthem.
- Discuss the meaning of the pledge of allegiance.
- List American symbols such as the eagle.
- Identify major local and national political leaders.
- Describe the role of the 13 original colonies in the birth of American government.
- List and describe four different forms of government.
- Define the terms government, democracy, constitution.
- Explain the importance of the Declaration of Independence, the Constitution, and the Bill of Rights.
- Define the roles played by the legislative, executive, and judicial branches.
- Summarize the process of election, especially in this election year.
- Explain how a senator and a representative are elected.
- Explain the meaning of the term "Separation of Powers."
- Identify the role of the citizen in the United States and how it contrasts to the position of an immigrant.
- Identify the specific steps in the process of becoming a naturalized citizen.
- Identify the rights, responsibilities, and obligations at home and at school, and in the community.
- Explain how laws of the community directly affect him.
- Define the operation of the student government in the school.
- Interpret the monetary system and the basic facts of our economy.

1

- Discuss at least three times a week headlines in the national news and other current events.
- Point out United States foreign relations with specific countries of Europe.

UNITS OF INSTRUCTION

Civics

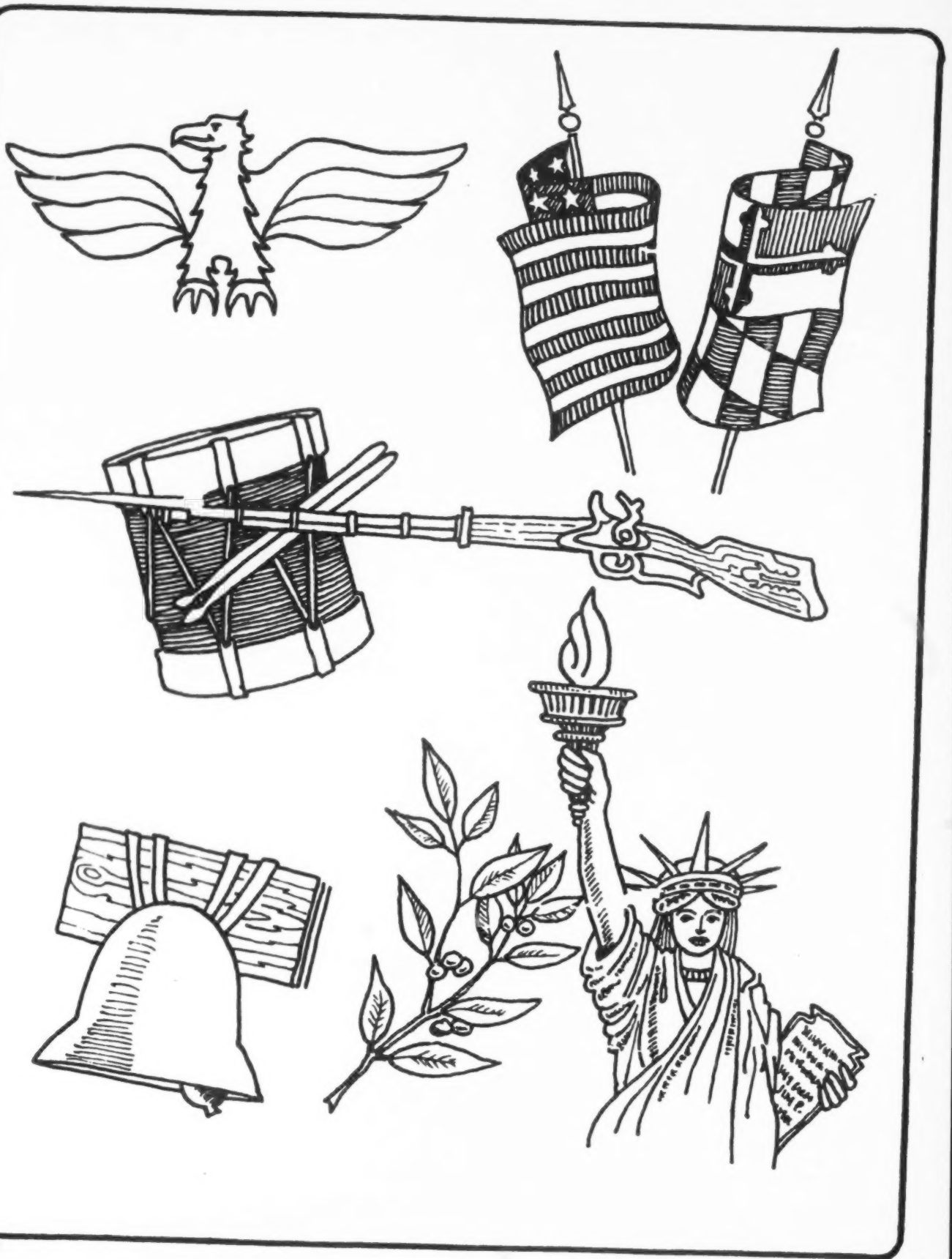
American Symbols:

Behavioral Objectives: The students will be able to:

- Identify the various national symbols of the United States.
- Explain the meaning of various American symbols, such as the Statue of Liberty and the Liberty Bell.

Procedure:

1. Distribute the dittoed source sheet on American symbols.
2. Ask the students to find the:
   a. Ame ican flag
   b. The Liberty Bell
   c. The American eagle.
3. Instruct students that:
   a. The Statue of Liberty represents freedom. Americans are free to speak, to live where they want, to write, and to follow the religion of their choice.
   b. The Liberty Bell represents freedom.
   c. The American eagle represents the strength of the United States.
   d. The American flag represents the United States It has 50 stars. It has red and white stripes. The stars represent the courage and spirit of Americans.



5/6

Some Politicians:

Behavioral Objectives: The students will be able to:

- Identify the president and the vice president of the United States.
- Give the length of the term for the offices of the president and the vice president.
- Identify the two senators from the state of Maryland.
- Name the governor of the state of Maryland.
- Identify the county executive of Baltimore County.

Procedure:

1. Show the students a picture, from a newspaper or a text, of the preside . of the United States.
2. Instruct students to copy the following in their notebooks:
   a. _____ is the president of the United States.
   b. The president is our president for four years.
3. Repeat and adjust procedures 1 and 2 for vice president.
4. Instruct students to copy:
   a. _____ and _____ are the two senators from the state of Maryland.
   b. The senators are in office for six years.
   c. The governor of the state of Maryland is ___ _____.
   d. The county executive for Baltimore County is _____.
5. Reinforce the above information.
   a. Construct a sentence completion drill.
      Example: _____ is a senator from the state of Maryland.
   b. Construct a matching drill.
   c. Construct a true-false drill.

d. Construct a series of questions which students will answer in complete sentences.

8

Colonial Americans:

Behavioral Objectives: The students will be able to:

- Identify the 13 original American colonies.
- Label the early settlements of Jamestown, Plymouth, New York, and Boston.
- Identify the colony in which each settlement was located.
- Identify which settlements were built along rivers.
- Identify which settlements had good harbors.
- Explain the roots of the American culture.
- Explain why English became the dominant language of the American colonies.

Background for the teacher:

From the very onset of the American experience an egalitarian spirit was present. Many people came to the United States to be free, to worship, to speak, to gather together, to work as their needs and consciences compelled them. The spirit and the desires formalized in statements found in the Declaration of Independence, the Constitution, and the Bill of Rights gave Americans a set of social ideals against which to measure social realities.

America, from the inception of the first European settlements, has been a magnet for people seeking something better. To these shores came diverse people looking for a place to be free, to worship, to work as their needs and consciences compelled them. The absence of a hereditary nobility and royalty, wide spread opportunities for wealth, and the fluidity of social class all contributed to the development of egalitarian sentiments. Early Americans were from the beginning confronted with contradictions between ideals and realities. The establishment of a

dominant culture based upon the English language, political institutions, and social patterns left little room for Africans, Asians, and other immigrants who differed from the mainstream culture.

Procedure:

1. Distribute the ditto "The Original Thirteen States, 1783" (with names of states.)
2. Explain that the original thirteen states were once colonies or a possession of Great Britain.
3. Explain that some of the early settlements were possessions of the Dutch, the French, etc. before they were possessions of the British.
4. Instruct the students to label early settlements using the following key, using ditto "The Original Thirteen States, 1783."
5. Ask which settlements were built along rivers and why.
6. Ask which settlements had good harbors.
7. Prepare transparencies using:
   a. The Thirteen Colonies - "C"
   b. Overlay 1 - "D"
   c. Overlay 2 - "E"
8. To have the students analyze the social structure of colonial America, show the transparencies referred to in procedures 7b and 7c.

   Ask: What language do you think most of the people of the colonies spoke?

   Explain to the students how this data suggests the likelihood of English emerging as the dominant language of the American colonies. Explain that this is the reason that English is the official language of the United States.

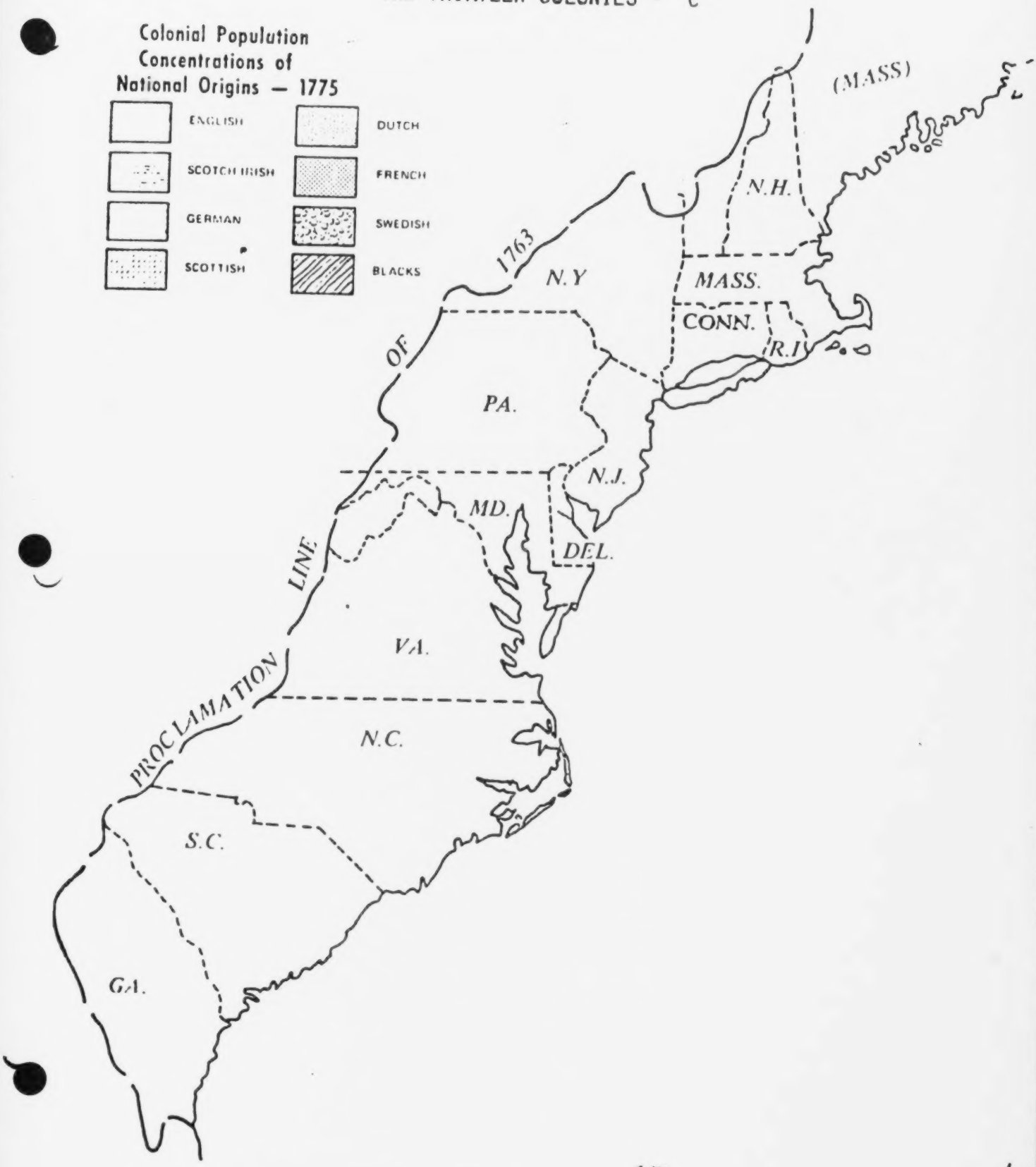
The Original Thirteen States, 1783 (A)
New Hampshire
Massa-chusetts
New York
Rhode Island
Connecticut
Pennsylvania
New Jersey
Delaware
Maryland
Virginia
North Carolina
South Carolina
Georgia
Mississippi River

11/12

The Original Thirteen States, 1783 (B)

13/14

THE THIRTEEN COLONIES - "C"



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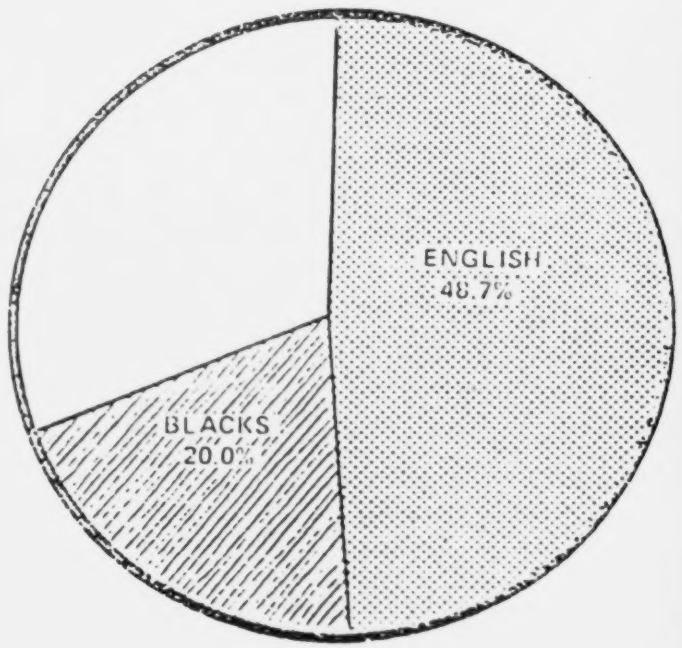
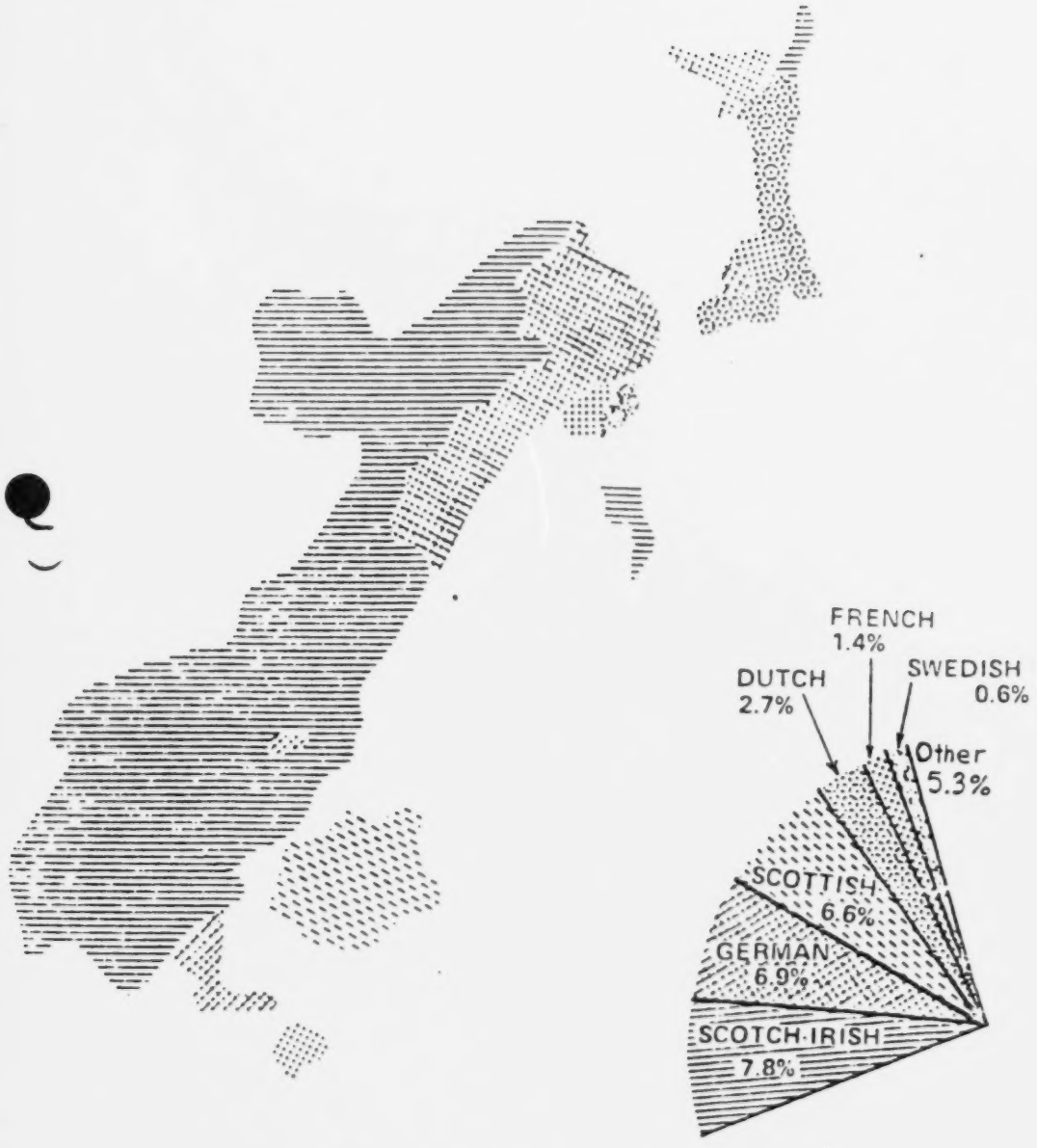
OVERLAY NO. 1 - "D"

BLACKS AND ENGLISH



OVERLAY NO. 2 - "E"

OTHER EUROPEANS



What Is a Government?:

Behavioral Objectives: The students will be able to:

- Define the following terms:

  a. Government

  b. Institutions

  c. Laws

  d. Society.

Procedure:

1. Distribute the ditto "What Is a Government?"
2. Define these terms:

   a. Government

   b. Institutions

   c. Laws

   d. Society.

3. Discuss the meaning of these four terms.
4. Using the ditto "Forms of Government" define:

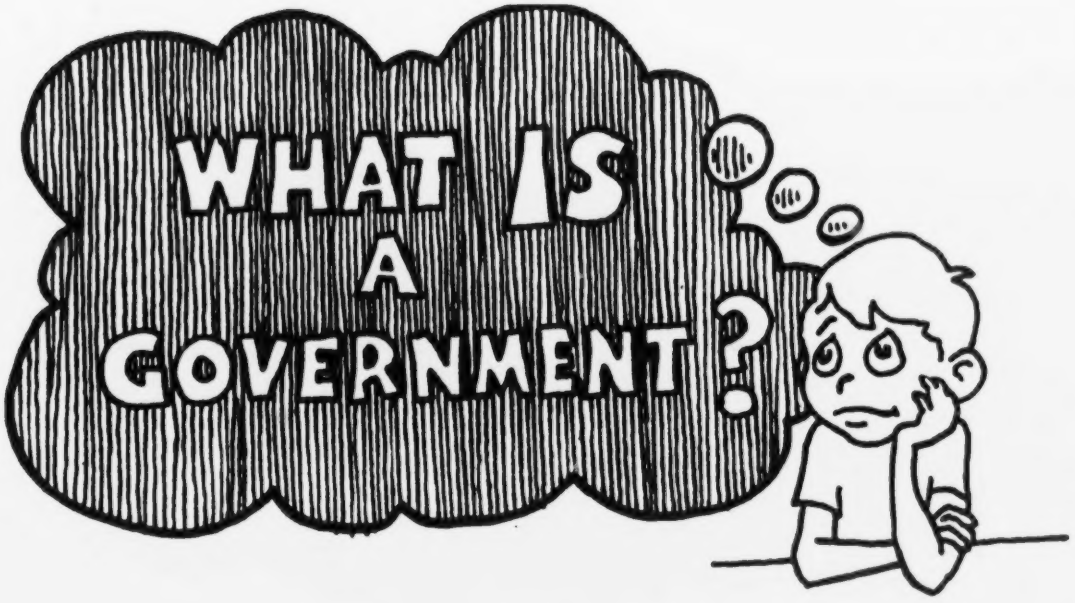
   a. Monarchy - monarchies

   b. Dictatorship(s)

   c. Oligarchy - oligarchies

   d. Republic(s)

5. Instruct the students to define the different forms of governments.
6. Instruct the students to apply the four questions found on the ditto "Forms of Government" to each separate governmental system. For example: How is the leader picked in a monarchy?
7. Lead a discussion covering each form of government.



A government is a body of persons and institutions that makes and enforces

ways of doing things

LAWS

rules

for a particular

SOCIETY

a group of people

THERE ARE MANY **FORMS** OF GOVERNMENT

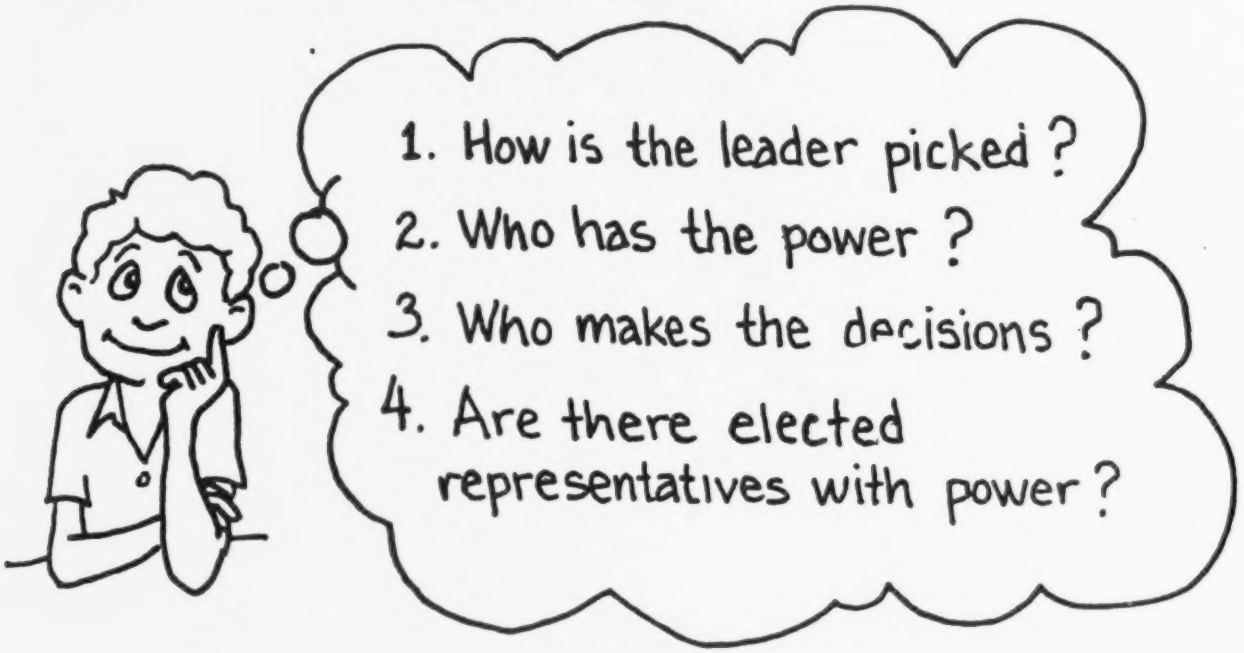
MONARCHIES (one man rule, a king)

DICTATORSHIPS (one man rule, by force)

OLIGARCHIES (rule by a few people)

REPUBLICS (rule by elected representatives and with a constitution)

ASK YOURSELF ....



Declaration of Independence:

Behavioral Objectives: The students will be able to:

- Define the following terms/vocabulary:
  a. Rights
  b. Law
  c. Equal
  d. Declaration.
- Discuss three reading selections that explain:
  a. The spirit of the Declaration of Independence
  b. The rights that the American colonists wanted to have guaranteed to them as expressed in the Declaration of Independence
  c. Why the American colonists broke away from England.
- Participate in a discussion on the Declaration of Independence.

Procedure:

1. Motivate the students for the readings by showing a parchment copy of the Declaration of Independence and explaining its importance.
2. Show a picture of Thomas Jefferson to the class and explain that he was a great man who had great ideas.
3. Clear vocabulary obstacles:
   a. Independent
      1) Ask what does it mean to be independent?
      2) You may use it to mean: to be free and to make your own decisions.
      3) Ask: Are you independent of your parents? Will you be independent when you are 24 years old?
   b. Equal
   c. Law

d. Ideas

e. Rights

f. Independence.

3. To reinforce this vocabulary construct a matching drill and a true-false drill.

4. Instruct students to use these words to write original sentences.

5. Instruct students to pretend that a great event in American history is about to happen today and they will relive a momentous and important event.

6. Also, show students where England is located.

7. Distribute a ditto of the following:

The Declaration of Independence

Thomas Jefferson lives in the thirteen colonies. The thirteen colonies are in North America. These colonies are not happy. The colonies are not independent. The colonies belong to England.

Thomas Jefferson writes a letter. The letter is important. The letter is for the king of England.

Thomas Jefferson tells England that the thirteen colonies want independence. The thirteen colonies want to be free. The letter of Thomas Jefferson is the "Declaration of Independence." The date is July 4, 1776.

Many important men are happy. The important men and Thomas Jefferson sign the letter. The letter goes to the king of England.

8. To emphasize the important ideas of the reading, do each of the following:

a. Construct a sentence-completion drill and a true-false drill.

b. Construct questions that must be answered in complete sentences and in written form.

c. Use the above questions and require students to answer them orally without the aid of their own written work.

9. Distribute the next reading selection which expands the ideas of the "Declaration of Independence."

The Declaration of Independence - Part 2

Thomas Jefferson's letter has important words. The letter also has important ideas.

One idea is that God gives all men rights. A right is something a person should be able to do. No man can take a right away from a person. Also, no government can take away a right from a person. Thomas Jefferson talks about three rights. These rights are: the right to live; the right to be free; and the right to be happy.

10. To emphasize the important ideas of the reading, do each of the following:

a. Construct a sentence-completion drill and a true-false drill.

b. Construct questions that must be answered in complete sentences and in written form.

c. Use the above questions and require students to answer them orally without the aid of their own written work.

11. Distribute the next reading selection which further expands the ideas of the "Declaration of Independence."

The Declaration of Independence - Part 3

The people who live in the thirteen colonies know that England is taking away their rights. The people who live in the thirteen colonies want the right to live, the right to be free, and the right to be happy. The thirteen colonies want to be independent. The thirteen colonies want to have a new government.

The letter of Thomas Jefferson is important. The words are important. The ideas are important. The day is important. It is July 4, 1776. It is the birthday of the United States. The date July 4 is an important holiday for the people of the United States.

12. To further reinforce the ideas of the reading selection, lead a discussion with the students. Keep these ideas in the discussion:

    a. What rights do the colonists think England is taking away from them?

    b. What are some of the ideas of the "Declaration of Independence?"

    c. Why is Thomas Jefferson an important man?

    d. Why is the "Declaration of Independence" important to Americans today?

    e. Why is the "Declaration of Independence" important to the people of the thirteen colonies?

    f. Why is July 4 an important day for Americans?

The Constitution:

Behavioral Objectives: The students will be able to:

- Define the term "constitution."
- Define the term "democracy."
- Discuss three reading selections that explain the significance of the Constitution.

Procedure:

1. Distribute the ditto "The Constitution of the United States of America."
2. Explain the term "constitution" to the class using the ditto.
3. Instruct students to copy in their notebooks the definition of "constitution."
4. Distribute the ditto "What Is a Democracy?" Repeat procedures 2 and 3, explaining the new term "democracy."
5. Distribute the next reading selection to the students:

The Constitution

The Constitution of the United States has the rules for the government of the United States. These rules are very important laws. The laws of the Constitution are the most important laws of the United States. No other laws can be against the ideas of the Constitution. These important laws are the Constitution of the United States. The government of the United States must obey the laws of the Constitution.

6. To emphasize the important ideas of the reading, do each of the following:
   a. Construct a sentence-completion drill and a true-false drill.
   b. Construct questions that must be answered in complete sentences

and in written form.

c. Using the above questions, require students to answer them orally without the aid of their own written work.

d. Lead a group discussion using the question, "Why are the men who wrote the Constitution very smart?"

7. Distribute the next reading selection to the students:

The Constitution - Part 2

The Constitution keeps one person from getting too much power. When men have power, they try to get more power. If some men get too much power, many people loose their rights.

8. Lead a group discussion using these questions:

a. Why does the Constitution have many laws?

b. What could happen if one person has too much power?

c. Can the Constitution protect the rights of all Americans?

9. Distribute the next reading selection to the students:

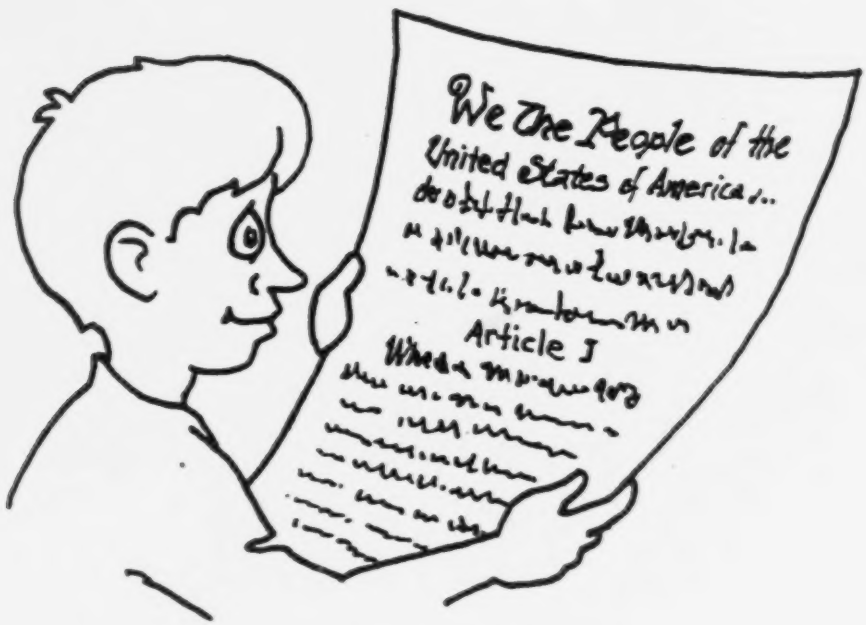
The Constitution - Part 3

The Constitution protects the rights of the people of the United States. The Constitution does three things:

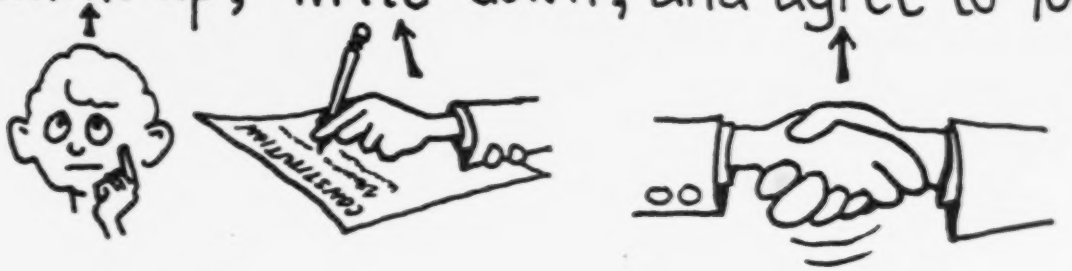
1. The Constitution divides the power of the government into three parts. This is called "Separation of Powers."
2. There will be many elections.
3. The Constitution has a list of the rights of the people that the government cannot take away.

10. Repeat the procedures used earlier to reinforce the main ideas of this reading selection.

THE CONSTITUTION of the United States of America



A constitution is a set of ideas and rules which a group of people think up, write down, and agree to follow.

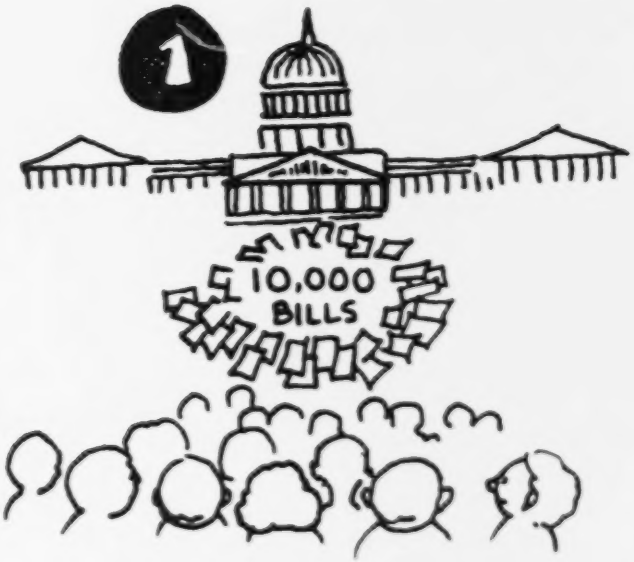


33/34

What is a "DEMOCRACY"?

A government in which:

1. all the people are equal
2. all the people vote and choose leaders to run the government
3. there is a constitution



Separation of Powers: (The Constitution)

Behavioral Objectives: The students will be able to:

- Define the term "Separation of Powers."
- List the three branches of government.
- Identify the president as representing the executive branch of our government.
- Cite the judges as representing the judicial branch of our government.
- Identify Congress as representing the legislative branch of our government.

Procedure:

1. Clear any vocabulary obstacles that will be encountered in the reading "Separation of Powers."
2. Motivate the reading selection "Separation of Powers."
3. Distribute the following reading:

Separation of Powers

The Constitution divides the government into three parts. These parts are also called branches. Each branch has some power in the government. Because each branch has some power, we call this the "Separation of Powers."

One branch of the government is Congress. The people of the United States elect representatives who vote for them in Congress. These representatives make the laws for the United States. Congress has the power to make laws. This branch is the legislative branch of the government.

The second branch consists of the judges. The judges have power. They decide the meaning of the laws. The judges help us when people do not agree on the meaning of the laws. Also, the

judges make sure the laws do not break the laws of the Constitution. This branch is the judicial branch.

The third part of the government is the president. The president has power. He is the leader of the army and the navy. The president sees that the laws are obeyed. The president has the power to enforce the laws. This branch is the executive branch of the government.

The Constitution divides the government into three branches so that no part of the government can get too much power. Thus, a few men cannot control the whole government.

4. To reinforce the above information, devise the following:
   a. A sentence-completion drill
   b. A true-false drill.
   c. Questions for students to answer both orally and in written form.
5. Reinforce the reading selection with the ditto "Separation of Powers."

SEPARATION OF POWERS

1 LEGISLATIVE branch

House of Representatives
435

Senate
100

2 EXECUTIVE branch

President

3 JUDICIAL branch

Judges

39/40

The Legislative Branch: (The Constitution)

Behavioral Objectives: The students will be able to:

- Explain that the legislative branch has two houses.
- Identify the two houses of Congress.
- Give the length of the terms for representatives and senators.
- List the qualifications for both the members of the Senate and the members of the House of Representatives.

Procedure:

1. Explain that the legislative branch is Congress.
2. Explain that Congress has two houses.
3. Distribute the ditto "Legislative Branch."
   a. Emphasize the Capitol building, the two houses of Congress, the number of members in each house, the age requirement, the citizenship requirement.
   b. Emphasize the residency requirement and the length of each term for a senator and a congressman.
4. To reinforce this information, devise each of the following:
   a. A true-false drill
   b. A sentence-completion drill
   c. Questions to be answered orally and in written form.
5. Lead a discussion using the topic idea: The people of the United States control the legislative branch of the government.
6. Use the information on the chart as the basis of a guided writing exercise.

4/1/42

The LEGISLATIVE branch

HOUSE OF REPRESENTATIVES

435 representatives

SENATE

100 senators

There are 435 members of the House of Representatives. Each must be:

- at least 25 years old
- an American citizen for 7 years.
- a resident of the state which elects him.

A term is for 2 years.

There are 100 senators, two from each state.

Each must be:

- at least 30 years old
- an American citizen for 9 years
- a resident of the state which elects him

A term is for 6 years.
(⅓ of the senators are elected every 2 years)

4-3/44

The Executive Branch: (The Constitution)

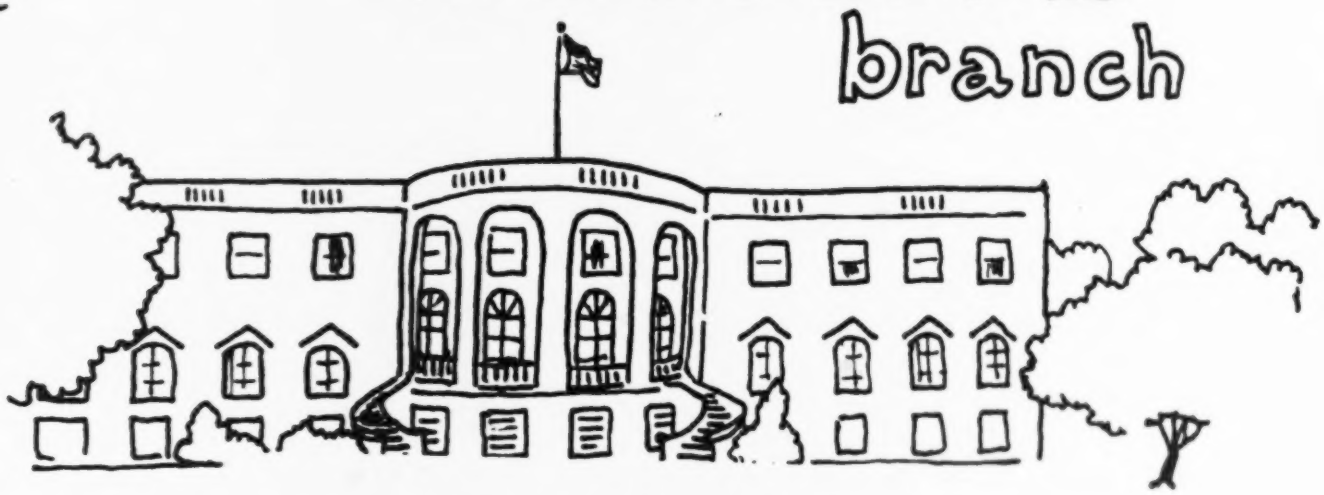
Behavioral Objectives: The students will be able to:

- Explain the function of the executive branch.
- List the qualifications for the office of president.
- Identify the White House as the residence of the president.

Procedure:

1. Ask students to recall information from the reading selection "Separation of Powers" concerning the powers and duties of the president.
   a. Review these two powers of the president:
      1) The president is the leader of the army and navy.
      2) The president makes sure the laws are obeyed.
   b. Discuss fully with the students each of these powers and duties. Be sure to tell them that there are more duties of the president, and that these will be learned later.
   c. Instruct students to copy the duties of the president in their notebooks.
   d. Emphasize that the president is the key figure of the executive branch of the government.

The EXECUTIVE branch



The President must be:

- a natural born citizen (born in the U.S.)
- at least 35 years old
- living in the United States for the past 14 years

Early in each session of Congress, the president delivers a message to Congress in three parts:

- State of the Union
- Budget
- Economic message

Duties:

- Leader of the Army and Navy
- Makes sure the laws are obeyed.

4 7/48

The Judicial Branch: (The Constitution)

Behavioral Objectives: The students will be able to:

- Explain that the courts make up the judicial branch of the government.
- Define the functional role of the judicial branch.
- Explain how the judicial branch exercises its power.
- State that the Supreme Court is the highest court in the land.

Procedure:

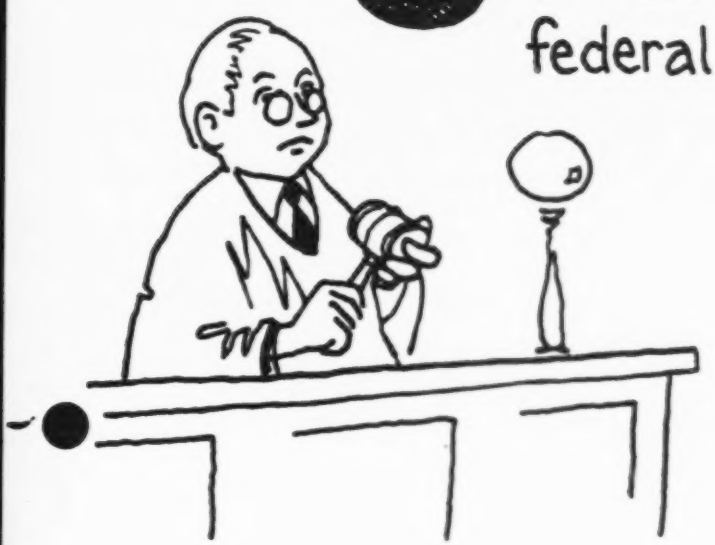
1. Ask students to recall the duties of the judicial branch.
   a. Remind them that the judges make up the judicial branch.
   b. Ask: "Where to the judges work?"
   c. Let students refer to the ditto "Separation of Powers" and have them explain how the judicial branch exercises power.
   d. Letting the students use their notes, list on the board the duties of the judicial branch.
   e. Distribute the ditto "Judicial Branch."
      1) Point out the judge and explain his function.
      2) Ask students to explain their experiences with the courts.
      3) Emphasize the job of the judicial branch as defined on the ditto.
   f. Instruct the students that there are many courts in the United States. The most important court is the Supreme Court. Point out the drawing of the Supreme Court building as it appears on the ditto "Judicial Branch."
   g. Lead a discussion with the following topic idea: The Supreme Court helps to protect the rights of the people of the United States.

The JUDICIAL branch

It's job is to:

1. determine if the laws passed by Congress violate the Constitution

2. listen to cases where federal laws are involved.



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How a Bill Becomes a Law: (The Constitution)

Behavioral Objectives: The students will be able to:

- Explain the principal steps involved for a bill to become a law.
- Explain the principal steps involved in passing a bill over a presidential veto.
- Define the terms "bill" and "veto."

Procedure:

1. As motivation, ask students to list two changes or improvements they would like to make in the United States. Tell students that this change can become a law. Tell students that today they will find out how a bill becomes a law.
2. Ask students which branch of the government makes the laws.
3. Ask students to identify the two houses of Congress.
4. Ask students to identify the building in which Congress meets. Emphasize that the Capitol is divided into two parts. Use the previously prepared dittoes to dramatize this.
5. Tell students that an idea or proposal for a law is a "bill."
6. Using the prepared ditto "How a Bill Becomes a Law":
   a. Explain that a bill may originate or be proposed by either a member of the House of Representatives or the Senate.
   b. Define the term "majority vote."
   c. Explain that if the bill originates in the House there is much discussion, and then it must pass the House by a simple majority (51%.)
   d. Explain that the next step is for this bill to pass the Senate by a simple majority.
   e. Explain that the next step is that the bill goes to the

president.

f. Explain that if the president approves the bill, the president signs the bill.

h. Explain that a bill becomes a law when the president signs the bill.

7. Emphasize that there are many more steps involved for a bill to become a law. However, the students are just examining basic steps.

8. Tell students that there is another procedure for a bill to become a law. Explain that a bill may still become a law despite the fact the president may reject the bill.

9. Define the term "veto."

10. Using the prepared ditto "How a Bill Becomes a Law - 2", explain the procedure involved for a bill to be passed over the presidential veto.

a. After the president vetoes a bill, it is returned to the House of Representatives (or the Senate) for discussion and vote. The vote must be a two-thirds vote of approval.

b. The bill then goes to the Senate and follows the same procedure.

c. Explain that once the Senate passes the bill with a two-thirds vote of approval, the bill becomes a law.

d. Emphasize that this second procedure does not require the approval of the president.

e. Emphasize that this process or procedure is in actuality much more complicated; however, these are the basic steps involved.

11. Review the several ideas that the students originally proposed for changes to be made in the United States. Emphasize that these ideas can benefit the citizens of the United States. Instruct each student to select one of his ideas for a bill. Explain that he is now

the bill's sponsor. Also require the bill sponsor to write his bill on a piece of paper. Emphasize that the student who plays the role of bill sponsor must closely observe the discussion involved. Assume that the bill sponsor is a member of the House of Representatives. Divide the class into the two houses of Congress and select a president. The bill sponsor will introduce the bill in the House of Representatives. Discussion involving the merits and shortcomings of the bill should be emphasized. The House will vote. Remind the bill sponsor that if a majority vote is achieved, then the bill goes to the Senate. Remind the bill sponsor that he cannot participate in the debate in the Senate since he is a member of the House of Representatives. Emphasize that sincere debate must be given and objection and support must be clearly stated. After the Senate discussion, take a vote on this bill in the Senate. If a majority vote is achieved in the Senate, pass the bill on to the president for his personal study. If the president approves the bill, instruct the president to sign the bill. If the bill is vetoed, follow the proper procedure for overriding the presidential veto.

12. After this procedure is completed for each student, the following questionnaire should be distributed to each:

    a. What was the main idea of your bill?

    b. What happened to the bill when it was discussed in the House of Representatives?

    c. Why didn't some congressmen like your bill?

    d. How did you try to convince these congressmen that your bill will help the United States?

    e. Why didn't some senators like your bill?

f. Repeat procedure "d" for the Senate.

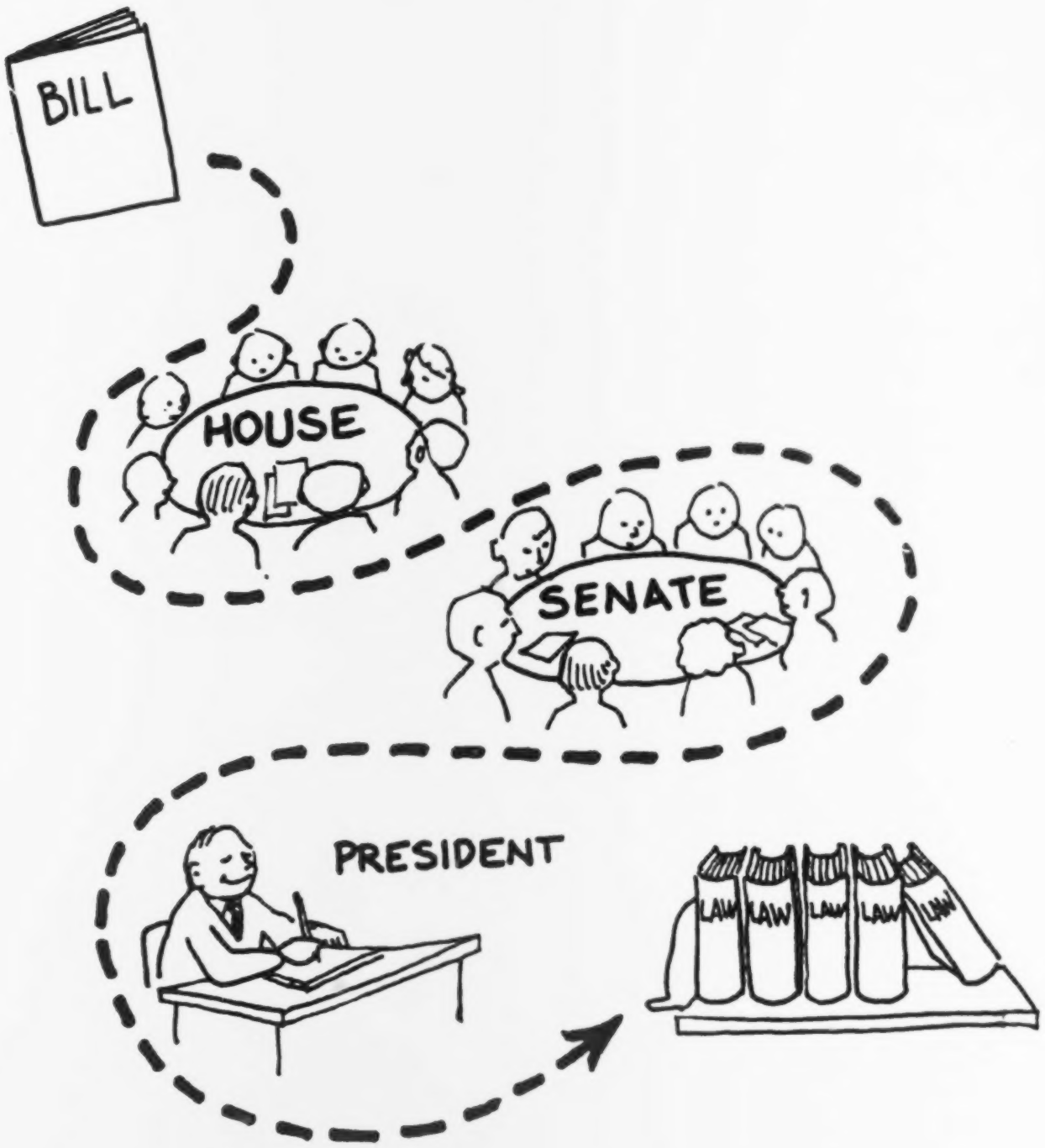
g. Why do you think it often takes a long time for a bill to become a law?

13. Using each completed student questionnaire, conduct a discussion involving the total class.

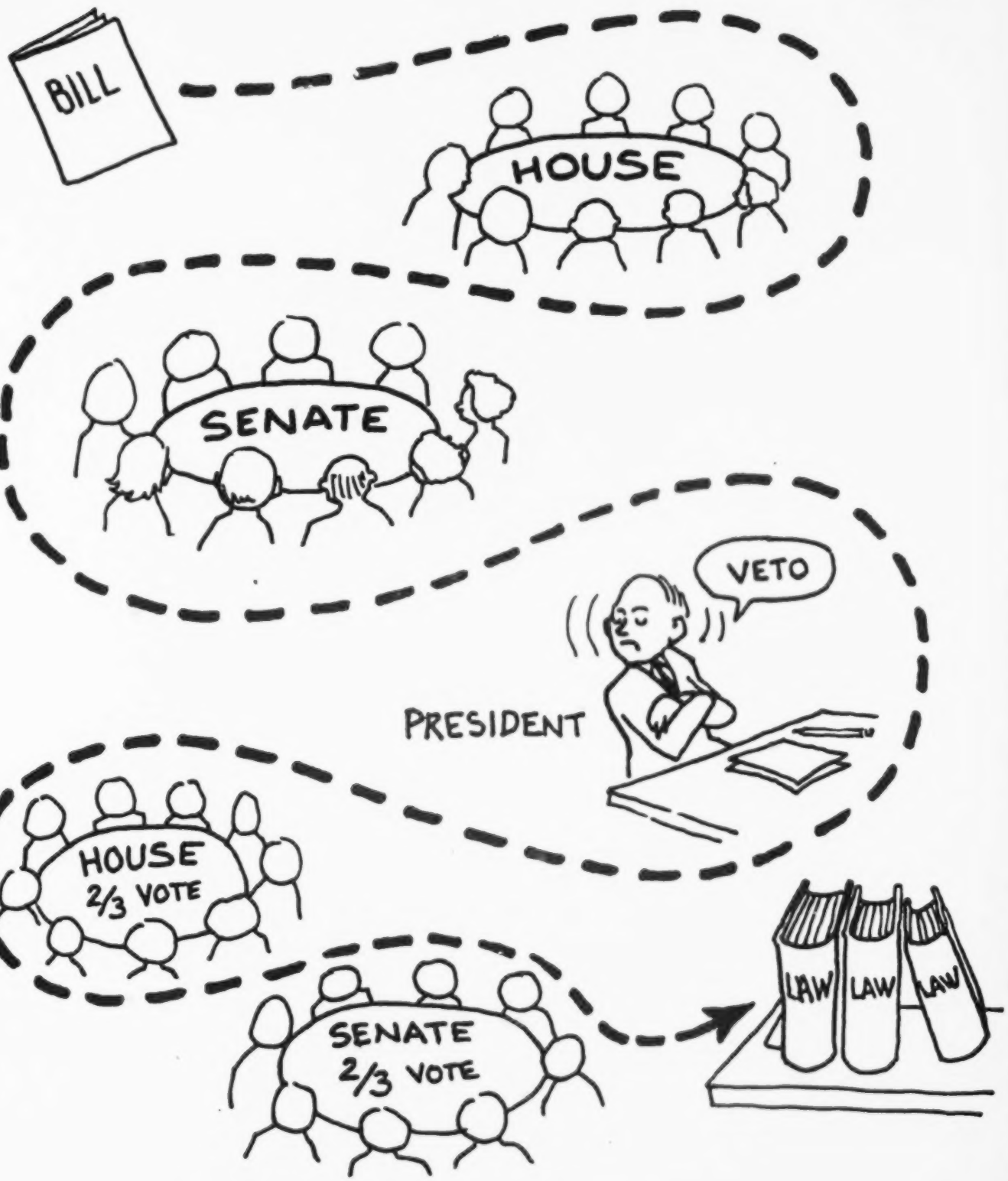
14. List the steps involved for a bill to become a law (both procedures) and cut up each step so that there are many strips. Place these strips of paper into an envelope. Team each student with another and instruct them that they will use two columns representing the two procedures. Instruct them to arrange the strips in the proper order for each procedure.

15. Lead a discussion explaining how the passage of a bill over the president's veto is an example of the "Separation of Powers."

HOW A BILL BECOMES A LAW 1



HOW A BILL BECOMES A LAW 2



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The Bill of Rights: (The Constitution)

Behavioral Objectives: The students will be able to:

- Demonstrate their comprehension of the word "amendment" by suggesting changes in school rules.
- State that there are two steps in the process of amending the Constitution of the United States.
- Review the definition of the word "rights."
- Describe the first ten amendments of the Constitution as the "Bill of Rights."
- List the freedoms guaranteed in the Bill of Rights. These are the freedoms:
  a. Of religion
  b. Of speech
  c. Of the press
  d. From unreasonable search of person
  e. From unreasonable search of property
  f. From unreasonable fine or punishment
  g. From having to be a witness against oneself
  h. From being tried twice for the same crime
  i. From a government with too much power. (States and people have a right to make decisions.)

Procedure:

1. Indicate that the first step in the adoption of an amendment can be accomplished in one of the following ways:
   a. Passed by Congress by two-thirds vote.
   b. Two-thirds of state legislatures can apply to Congress for a convention at which the amendment is proposed.

2. Show that the second step in the adoption of an amendment is that the amendment must be ratified (approved.)

3. List the first ten amendments on the board and help students understand the content.

4. Teach the following vocabulary items:

   a. Constitution - laws of the United States

   b. Amendment - a change in laws

   c. Congress - a group of elected representatives

   d. Convention - meeting of a group of people

   e. Rights - things you may do when living in the United States

   f. Vote - decide yes or no

   g. Propose - suggest

   h. Ratify - pass or approve

   i. Bill - plan for a new law

   j. Reasonable - fair

   k. Unreasonable - unfair

   l. Press - the newspapers and magazines

   m. Property - what you own

5. Have the students discuss the following selection about the ERA:

The Equal Rights Amendment

Congress proposed another constitutional amendment in 1972. It received a two-thirds vote by the Congress. This vote shows the completion of the first step in the process of amending the constitution.

Now the proposed amendment must be approved by three-fourths of the states. It will become the 27th amendment to the Constitution. It will guarantee equal rights for men and women. This amendment is called the "Equal Rights Amendment" or "ERA."

6. Present selections and complete various exercises on pages 57-76 in the text, Life, Liberty, and the Pursuit of Happiness.

7. Have the students answer oral and written questions about the ERA.

The Electoral College: (The Constitution)

Behavioral Objectives: The students will be able to:

- State that the president and vice president are not elected directly by the voters.
- Explain the role of an elector.

Procedure:

1. Pre-teach the necessary vocabulary.
2. Teach the following reading:

The Electoral College

When Americans go to the polls to vote in the general election, they will not vote for the president, but will vote for an elector. Each state has a certain number of electors. These electors are representatives of the people. These electors vote for the presidentail and vice presidential candidates of their party.

After the electors vote, the votes are counted. The candidates who receive a majority of the votes in a state receive all the electoral votes of that state. The Constitution says that the president must be elected by important people in each state. These people are called electors.

Other Ideas of the Constitution:

Behavioral Objectives: The students will be able to:

- Explain the concept of a federal government as defined in the Constitution.
- Explain the concept of the supremacy of the federal government over the state governments.
- Explain the concept of a limited government.

Procedure:

1. Introduce the idea that the government has power. However, the powers of government are held by the national government as well as the state government.
2. After pre-teaching vocabulary, introduce the following reading:

The Powers of the Government

The government's powers are in the hands of two types of government: the states and the government in Washington, D.C. The government in Washington, D.C. is the national government. The national government rules over all the states of the United States. The state governments only rule over their own state. Each government has power to do certain things. However, the national government has more power than the state government. The national government is the central government of the United States. The national government is called the federal government.

3. Prepare the appropriate activities to reinforce the above reading selection.
4. Distribute the next reading selection:

A Limited Government

The people give the government its power. The national government cannot do everything it pleases to do. The powers of the national government are listed in the Constitution. This idea is called "limited government."

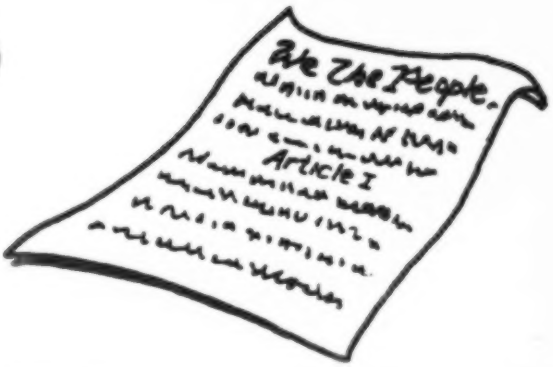
5. Prepare the appropriate activities to reinforce the reading "A Limited Government."
6. After pre-teaching vocabulary, distribute the following reading selection:

The Supremacy of the Federal Government
Over the State Governments

The state governments cannot stop the federal government from using its power. The powers of the federal government are listed in the Constitution. If there is a dispute between the state and federal governments, the Supreme Court listens to this case and decides the case.

7. Prepare the appropriate activities to reinforce the above reading.
8. To further reinforce it, distribute a ditto of "The United States Constitution Represents."
   a. Discuss each concept with the students.
   b. Instruct students to write a paragraph that explains each concept.
9. To further reinforce the concept of democracy in the American government, distribute and discuss the prepared ditto "The People Control the Government."
10. Lead a discussion concerning the topic "Separation of Powers" as evidenced in the judicial review of the Supreme Court regarding disputes between the federal government and the state governments.

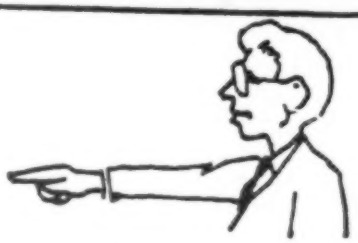
THE UNITED STATES CONSTITUTION REPRESENTS...



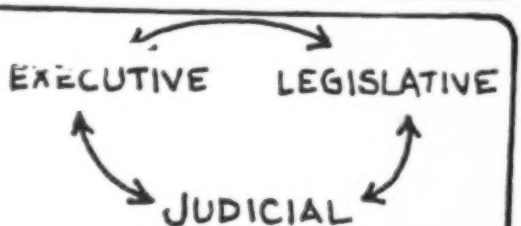
1. GOVERNMENT BY THE PEOPLE

2. A FEDERAL GOVERNMENT

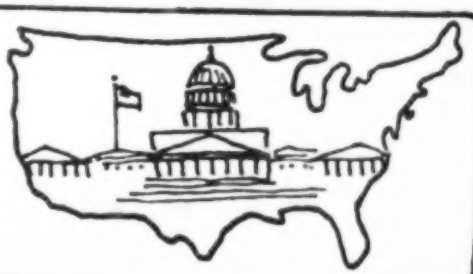
3. A LIMITED GOVERNMENT



4. A SEPARATION OF POWERS



5. SUPREMACY OF FEDERAL OVER STATE GOVERNMENTS



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THE PEOPLE CONTROL THE GOVERNMENT

By election, the people choose their President and their Congress

The President appoints members to the Supreme Court, with the consent of Congress

EXECUTIVE BRANCH
THE PRESIDENT

Enforces the Constitution, the laws made by Congress, and treaties.

LEGISLATIVE BRANCH
THE CONGRESS

House of Representatives

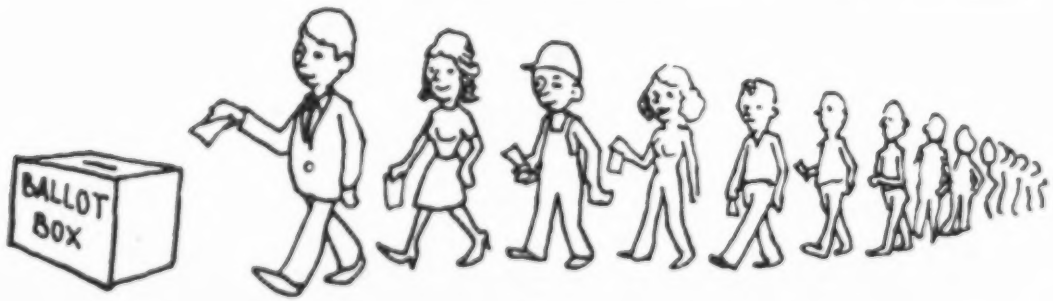
Senate

Makes and passes the laws.

JUDICIAL BRANCH
THE SUPREME COURT

Explains the laws, interprets the Constitution.

A GOVERNMENT OF THE PEOPLE



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Citizenship:

Behavioral Objectives: The students will be able to:

- Define these terms:
  - a. citizen
  - b. alien
  - c. immigrant
  - d. refugee
  - e. naturalization
  - f. duty
  - g. tax
  - h. naturalized citizen
- List some of the duties of citizenship.
- List some of the duties of aliens.
- Describe the special duties that citizens of the United States have that are denied to aliens, using the chart on p. 135.
- Name some of the privileges immigrants enjoy in the United States.
- Describe the naturalization process.

Procedure:

1. Introduce the following terms:
   - a. Citizen - a person who has full membership in a country.
   - b. Alien - a person given permission to work or study in the United States.
   - c. Immigrant - a person who comes to the United States with the permission of the government and with the intention of becoming a citizen.
   - d. Refugee - a person who has come to the United States from a politically opressed situation as identified by Congress.
2. Distribute the following reading:

Citizenship

A citizen is a person who has full privileges in a country. A citizen also has special duties. Generally, a person born in a country is a citizen.

A non-citizen is a person who lives in a country but is not a citizen. A non-citizen may become a citizen. The process by which a non-citizen becomes a citizen is called naturalization. It makes no difference if a person is a citizen by birth or by naturalization in the United States. There is only one kind of American citizenship.

3. Define the following terms:

   a. duty - something one must do

   b. tax (taxes)

   c. naturalized.

4. Distribute the following reading:

Citizenship - Part 2

All persons in the United States are citizens or non-citizens. Citizens are born in the United States or are naturalized. Both citizens and non-citizens of the United States have many duties. A citizen and a non-citizen pay taxes. If there is a war, both citizens and some non-citizens must fight for our nation. Also, a citizen and an alien must obey the laws of the United States. Non-citizens and citizens must have fair trials and freedom of speech.

Citizens of the United States have a special duty that non-citizens do not have. Citizens help to govern their country. Citizens register to vote. Citizens study the issues. Citizens vote intelligently. These duties are important.

5. Use the following matching drill:

a. citizen	_____ a person who lives in a country but is not a citizen
b. alien	_____ something you must do
c. naturalization	_____ a person who has full membership in a country
d. duty	_____ the process by which a person becomes a citizen of another country

6. Identify the following as being true or false:

a. _____ Non-citizens cannot vote.

b. _____ All non-citizens become citizens.

c. _____ Non-citizens do not pay taxes.

d. _____ Citizens must defend their nation in time of war.

7. Construct questions that must be answered orally and in written form.

8. Distribute the following reading:

Citizenship - Part 3

An immigrant is a person who comes to live in another country. The immigrant left his own nation. An immigrant can stay in the United States forever. An immigrant may own land, work, and move to another state. An alien must keep a special card. This card is green. This card is called an Alien Registration Receipt Card (Form I-151.)

9. Design appropriate activities to reinforce the above reading.

10. Distribute the following reading:

Citizenship - Part 4

After a non-citizen lives in the United States for five years and is at least 18 years old, a non-citizen may become a citizen of the United States. This process is called naturalization. The

The non-citizen must come to the United States legally. A non-citizen must be loyal to the United States. The non-citizen must not try to fight against the United States. The non-citizen must have good character. This person must be able to speak, understand, read, and write English. The non-citizen must take a test on the government and history of the United States.

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Some Rights and Duties under our Way of Life

RIGHTS	DUTIES
Freedom of worship.	To practice religious tolerance.
Freedom of speech and press.	To speak truth and to respect the opinions of others.
Freedom of assembly and petition.	To refrain from mob action.
Trial by jury.	To serve on juries when called; to give evidence; to help prevent crime.
Protection against unreasonable search and seizure of person and property.	To obey the law, to respect public or private property, and to use property for lawful purposes only.
Right to participate in government and to benefit from the services of government.	To pay taxes for the maintenance of government.
Right to vote secretly in national and local elections.	To keep informed on issues, to vote intelligently, and to keep tab on performance of elected officials.
Right to make contracts and start and manage businesses.	To fulfill contracts and meet financial obligations, and to be mindful of public interest.
Right to keep and bear arms.	To serve as needed in the Armed Forces.